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ABSTRACT

The role of an elementary school principal is diverse, challenging, and highly specialized in both technical and interpersonal skills. The principal either makes the school an exciting, vibrant learning center, or a stagnant, regimented building; he or she is the measure of achievement or the cause of failure. The selection of this leader should be done with care. To examine the job requirements and selection processes of elementary school principals and assistant principals in selected public and private schools in the Acadiana region of southwest Louisiana, interviews were conducted with the personnel directors, board presidents, and school heads of six public school systems, three parochial schools, and one independent school. The results indicated that the requirements and selection processes for elementary administrators in the area were generally similar. Strikingly, the information gathered revealed that nost elementary principals were chosen on the very subjective criteria of the personal interview conducted by the selection committee. Once the basic requirements were met, the applicant simply had to perform well in the interview; little attention was the paid to differences in applicants' educational background or experience. Appendices contain the job requirement and selection process survey, administrator job decriptions, administrator application forms, and interviews forms. (13 references) (KM)

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A STUDY OF THE JOB REQUIREMENTS AND SELECTION PROCESS FOR ELEMENTARY PRINCIPALS AND ASSISTANT PRINCIPALS IN SELECTED PUBLIC AND PRIVATE SCHOOL SYSTEMS

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Abstract

The elementary school principal is a very important element in the success of a school. The principal sets the tone and creates the climate in which the schools operate. The principal describes the objectives and defines the goals with teachers and students. He can be the measure of achievement or the cause of failure.

Over the years since the emergence of the principalship, ideas of who should be principal have changed. At the turn of the century, it was generally agreed that a "master teacher" should naturally assume the role of the school's leader. Later it was thought that people who possessed organizational skills, such as those of a team coach, was what was needed in a principal's job. Today, experts and researchers agree that the role of an elementary school principal is diverse, challenging and highly specialized in both technical and interpersonal skills. There is no question that the person chosen to be a principal must be trained in a number of areas and possess the personal characteristics needed to be successful in the job.

How are these people identified and selected? How much criteria functions to determine the selection of elementary principals?

A seven parish area in southwest Louisiana (called Acadiana) exists as an identifiable geographic area. Acadiana is served by the University of Southwestern Louisiana which is responsible for educating and training a majority of the teachers and school personnel in the area. Preparation for educational administration is provided by USL.

The school systems, both public and private, are as diverse and unique as the area they serve. This was an attempt to examine the job requirements and selection process for elementary school principals and assistant principals in selected public and private schools of the area. What are the common features and different practices of the school systems in selecting elementary administrators? Also, some descriptive factors of present administrators were included.

A group of selected school districts was identified and then solicitation of appropriate information was made. Relevant group members responsible for nominating and appointing elementary principals and assistant principals were interviewed by the researcher.

Much commonality existed between public and private schools. Potential appointees were required to possess a number of skills and knowledge. The interview process was found to have a great deal of influence on the appointment of the elementary principal or assistant principal.

Findings on the selection criteria seem to be in agreement with the work of Baltzell and Dentler in their 1983 study in which they stated that "most principalship positions are selected on subtle, behind the scenes factors".

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INTRODUCTION

The elementary school principal is the single most important element in the success of a school. The principal sets the tone and creates the climate in which the school operates. The principal describes the objectives and defines the goals for both teachers and students. The principal can make an elementary school an exciting, vibrant center for learning or a stagnant, regimented building. He is the measure of achievement or the cause of failure. How this leader is selected should be done with utmost care and consideration.

Over the years since the emergence of the principalship, ideas of who should be principal have changed. At the turn of the century, it was generally agreed that a "master teacher" should naturally assume the role of the school's leader. Later it was thought that people who possessed organizational skills, such as those of a team coach, was what was needed in a principal's job. Today, experts and researchers agree that the role of an elementary school principal is diverse, stressful and highly specialized in both technical and interpersonal skills. There is no question that the person chosen to be a principal must be trained in a number of areas and possess the personal characteristics needed to be successful in the job.

How are these people identified and selected in this area of our state? This is the focus of this field study.

PROPOSAL

Acadiana is defined as a seven parish area in southwest Louisiana characterized by the influence of the culture and language of the French Acadians who settled here in the 18th century. It is a unique part of our state holding tightly to a way of life all its own. The schools of the area naturally reflect this culture and tradition. Acadiana is served by the University of Southwestern Louisiana which is responsible for educating and training a majority of the teachers and school personnel in the area.

The school systems, both public and private, are as diverse and unique as the area they serve. This field study is an attempt to examine the job requirements and selection process of elementary school principals and assistant principals in selected public and private schools of the area. What are the common features and different practices of the school systems in selecting elementary administrators? Also, some descriptive factors of present administrators are included.

RELATED LITERATURE

The selection of the school principal is of prime importance. The principal can be the banner bearer of success for a school or the symbol of its failure. The process by which these school leaders are chosen should be given careful attention and planning. The system should consider credentials, preparation and personal characteristics if good choices are to be made.

Researchers in the field of educational administration have long believed that the school principalship required specialized training in a core curriculum of administrative and curriculum courses (Leu, p. 107). A well structured university program which would help develop characteristics and job competencies such as problem analysis, organizational ability, leadership and instructional methodology will prepare perspective administrators for the principalship (Morris p. 293). The National Commission on Excellence in Educational Administration calls for collaboration between school systems and universities in the programs required for certification. The Louisiana School Board Association reports agreement among many studies calling for university programs to train administrators (The Board Member p.6; LSBA Quarter Notes p.29). Many of school systems must begin to work closely with the university and the state board of education to help design training programs (Mitchell p.209; Clinton p.209).

Selection processes must also be improved if effective school leaders are to be found. The U.S. Department of Education gives suggestions for developing a candidate pool (Principal Selection Guide, p.39-56). The American Association of School Administrators

suggests interview forms and evaluation procedures to be used in selecting administrators (The Right Principal for the Right School p.19-32). The interview process needs to become more objective and incorporate better assessment and evaluation procedures (Lipham p. 192). Some researchers have even suggested that non-educators should be considered for the job and could be beneficial to educational reform if the correct sectional processes were employed (Finn p.40).

Credentials, training and personal characteristics should all play a part in choosing a principal for a school. To what degree or extent this actually takes place is often disputed. Many would agree that these play a very minor role (Baltzell and Dentler p.43).

COLLECTION OF DATA

Information for this field study was collected by interviewing personnel directors, board presidents and school heads of the selected school systems. The public school systems included were chosen due to their location within the Acadiana area while the private schools were selected because of church affiliation and independent status. The following school systems were surveyed:

- Public School System 1
- Public School System 2
- Public School System 3
- Public School System 4
- Public School System 5
- Public School System 6
- Parochial School 1
- Parochial School System 2
- Parochial School 3
- Independent School 4

The purpose of this study was simply to determine the process used by these school systems to select elementary administrators and to look at the similarities and differences in these processes. Some attempt was also made to discover and characterize what the school systems were looking for when selecting these administrators and the descriptions of and restrictions placed on the applicant pools from which they draw.

The survey form consisted of four parts designed to obtain the needed information from the school systems.[1] The four parts were:

[1] See Appendix A

1. Requirements
2. Selection Process
3. Job Orientation
4. Present Administrators

From these interviews, the following information was obtained.

All ten systems were similar in many respects. Let's consider these similarities first.

Job Requirements

> The public and private school systems require a teaching certificate, some years of teaching experience and a master's degree.

Selection Process

> Both public and private systems rely on the interview in conjunction with consideration given to educational background and experience. In all cases, the board makes the final decision on the appointment. All ten systems reserve a probationary period for newly appointed administrators.

Differences in the job requirements and the selection process were also obvious. These differences are outlined here by system.

Public School System 1

This parish distinguishes itself by requiring some previous administrative experience for persons applying for a principalship. This experience can be as an assistant principal or central office supervisor. The applicant must also hold a Type A Louisiana Teaching Certificate[2] which would require five years teaching experience.

System #1 will interview out of system applicants and made no mention of a residence requirement.[3]

Examining this system's criteria for selection shows an extremely high number of points given for the interview with few points for educational background.[4]

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2 See Appendix B
3 See Appendix C
4 See Appendix D

Public School System 2

This parish requires a Type B Louisiana Teaching Certificate with three years experience.[5] They do interview applicants out of the system and do not require parish residence.

School System #2 conducts a yearly pre-administrators workshop to train prospective principals and to build an applicant pool from which to draw. Newly appointed administrators attend orientation workshops conducted by central office staff before assuming their position.

No formal application form is used. Applicants must submit a letter of application with teaching certificate, copies of classroom observations and letters of recommendation.

There is no criteria for selection used at the interview. However, the personnel director indicated that this interview was crucial in the selection process.

Public School System 3

This Parish requires a Type B Louisiana Teaching Certificate with three years teaching experience.[6] The applicant must submit a resume and a letter of application. Once the applicant has met the requirements, the selection is made solely on the interview. No specific tally sheet is used and the selection is based on the decision of the interview committee.

This system requires in parish residence and will only interview applicants from within the system.

Public School System 4

School System 4 requires a Type A Louisiana Teaching Certificate and five years experience. They ask the applicant to submit a letter of application and include letters of recommendation, teaching certificates, current college transcripts and a resume. This parish will interview out of system applications and does not require parish residence.

Again, the personal interview is very weighted in the selection process.[7]

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5 See Appendix B
6 See Appendix B
7 See Appendix D

Public School System 5

This parish considers a number of factors that the other systems have not such as NTE scores, college grade point average, teaching evaluation by supervisors and student performance. The personal interview is not heavily weighted.[8]

This parish, however, will not consider applicants from without the system.

Public School System 6

This school system accepts applicants from without the system but the point scale is so weighted that it heavily favors Acadia Parish employees.[9] For those applicants within the system, however, the selection criteria seems to be equally distributed among educational background, teaching experience, administrative experience and the interview.

Parochial School 1

This school is a member of a 19 school system of independent Catholic schools. It is not under the direct control of the Diocese of Lafayette but rather governed by its own Board of Trustees under the control of the Order of Nuns of Sacred Heart. It will accept applicants from without the system who meet their requirements.[10]

Parochial School System 2

This Catholic school system requires that a principal be certified according to the Louisiana State Bulletin 741 for non-public schools. The Diocese has 26 elementary schools each governed by its own Board. These Boards are responsible for selecting the principal. The principal must have a Master's Degree and be a practicing Christian. The Board choses a principal from the applicants who have met the qualifications.[11]

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8 See Appendix D
9 See Appendix D
10 See Appendix D
11 See Appendix B, C and D

Parochial School 3

This school is an Episcopal parochial school under the auspices of the American Episcopal Church. It requires the principal to have a Master's Degree and to submit a letter of application.

The selection is done solely on the choice of the Board from the interview conducted.

Independent School 4

This school is not affiliated with any church but is completely independent and run by the Board which is chosen from parents of the children who attend. They require a Master's Degree and make their decision from the interview conducted.

JOB REQUIREMENTS AND SELE
FOR ELEMENTARY ADMINISTRATO
PUBLIC AND PRIVATE SCHOOL

	REQUIREMENTS				SELECTION PROCESS									
School Systems	La. Teaching Cert.	Teaching Exp.	Master's Degree	State Cert. in Elem. Prin.	Admin. Exper.	Open Advert. In House	Out of House	Selection Crit. Educat. Backgrd.	Teaching Exp.	Admin. Exper.	Interview	Residence in Parish	
Public School System 1	Type A	5			1yr			22%	26%	12%	40%	no	
Public School System 2	Type B	3			0			-	-	-	100%	no	
Public School System 3	Type B	3			0		X	-	-	-	100%	yes	
Public School System 4	Type A	5			0			15%	15%	-	70%	no	
Public School System 5	Type B	3			0		X	30%	42%	-	18%	yes	
Public School System 6	Type B	3			0			25%	35%	25%	15%	no	
Parochial School 1	Type B	3			0			-	-	-	100%	no	
Parochial School System 2	Type B	3		no	0			-	-	-	100%	no	
Parochial School 3	Type C	0		no	0			-	-	-	100%	no	
Parochial School 4	Type C	0		no	0			-	-	-	100%	no	

* This is a summary of the information collected in the interviews.

TION PROCESS
S IN SELECTED
IN ACADIANA

PRESENT ELEMENTARY ADMINISTRATORS

Final Decision	Job Orientation In Service	Prob. Period	Principal							Assistant Principals						
			Total Number	Male	Female	Master's	Master's +30	Ed.S.	Ph.D.	Total Number	Male	Female	Master's	Master's +30	Ed.S.	Ph.D.
Supt 3rd	no	2yr	33	22	11	7	15	11	0	19	11	8	6	10	3	0
Supt 3rd	yes	2yr	13	5	8	3	9	1	0	3	2	1	2	1	0	0
Supt 3rd	no	2yr	26	18	8	1	22	3	0	2	0	2	2	0	0	0
Supt 3rd	no	2yr	29	27	2	1	26	2	0	5	5	0	1	4	0	0
Supt 3rd	no	2yr	11	10	1	0	9	2	0	1	0	1	0	1	0	0
Supt 3rd	no	2yr	20	12	8	4	10	5	1	2	2	0	2	0	0	0
3rd	yes	3yr	19	5	14	17	0	0	2	19	0	19	19	0	0	0
3rd	yes	1yr	26	15	11	14	8	3	1	3	2	1	3	0	0	0
3rd	no	1yr	1	0	1	1	0	0	0	0	0	0	0	0	0	0
3rd	no	1yr	1	1	0	0	1	0	0	0	0	0	0	0	0	0

CONCLUSION

The information gathered in this study was very interesting. The requirements and selection process for elementary administrators in the Acadiana area are for the most part similar, yet some very obvious differences are apparent. These similarities and differences came to light through interviews with personnel directors, board presidents and school heads.

Public school systems all have the same basic requirements as stipulated by the State of Louisiana in Bulletin 746: The Guide for School Administrators. Some of the parishes, however, hold applicants to more stringent requirements such as a Type A Teaching Certificate with five years experience. One parish also requires at least one year's administrative experience for principalship. The most unusual requirement is in effect in two public school systems which insist on parish residency and will not even accept applications from persons without their respective systems. The figures show that most administrators in the public school systems hold a final degree of a Master's + 30 and are male.

Private schools too have similar requirements for their administrators. They must have a Master's Degree and a valid Teaching Certificate. However, they do not all insist on state certification in principalship. Most of the private school principals hold a Master's Degree only and are fairly equally divided between males and females.

The most striking conclusion one could draw from the information gathered is that most elementary principals are chosen on

the very subjective criteria of the personal interview conducted by the selection committee. Once basic requirements are met, the applicants must perform well in the interview with little importance then given to differences in educational background or experience. The criteria selection all prove this to be true. This seems to follow the conclusions drawn by Baltzell and Dentler in their 1983 study in which they stated that "most principalship positions are selected on subtle, behind the scenes factors" (Baltzell and Dentler p.43).

If better administrators are needed, perhaps some consideration should be given by both public and private schools to the selection process used in choosing these future school leaders.

Appendix A

SURVEY FORM
ELEMENTARY PRINCIPALS/ASSISTANT PRINCIPALS
JOB REQUIREMENTS AND SELECTION PROCESS

Parish/School System _____

	Principal	Assistant Principal
I. Requirements		
1. La. Teaching Certificate		
2. Teaching Experience		
3. Master's Degree		
4. State Certification in Elementary Principalship		
5. Administrative Experience		
II. Selection Process		
1. Opening Advertised		
Within System		
Out of House/Newspaper		
2. Criteria for Selection-Point System		
Educational Background		
Degrees		
Grade Point		
Teaching Experience		
Administrative Experience		
Interview		
Residence Within Parish		
3. Interview		
Committee Comprised Of		
Questions Drawn From		
4. Final Decision Made By		
III. Job Orientation		
1. Training for New Admin.		
2. Probationary Period		
IV. Elementary Administrators in System	total _____	total _____
1. Number of Positions	male _____	male _____
	female _____	female _____
2. Degrees Held: Master's		
Master's + 30		
Specialist		
Doctorate		

Appendix B

JOB DESCRIPTIONS FOR ADMINISTRATORS

This appendix contains job descriptions for the following systems:

- Public School System 1
- Public School System 2
- Public School System 3
- Public School System 4
- Public School System 5
- Public School System 6
- Parochial School System 2

PUBLIC SCHOOL SYSTEM 1

TITLE: Principal

QUALIFICATIONS:

1. Valid Type A Louisiana Teaching Certificate with Certification in Principalship
2. Master's Degree
3. A minimum of one (1) year building level administrative experience and/or central office supervisory experience

REPORTS TO: Appropriate Director

JOB GOAL: To provide the leadership that will promote standards of excellence in the assigned school setting.

PERFORMANCE RESPONSIBILITIES:

1. Establishes and maintains an effective learning climate in the school.
2. Assumes responsibility for the implementation and observance of all Board policies and regulations by the school's staff and students.
3. Assumes the leadership role in the development, revision and evaluation of the school's curriculum.
4. Supervises all administrative, professional, paraprofessional and non-professional personnel assigned to the school.
5. Maintains high standard of student conduct and enforces discipline as necessary according to due process.
6. Assists in the interviewing, assigning and evaluation of the school's administrative, professional, paraprofessional and non-professional staff.
7. Delegates authority to responsible personnel in his/her absence.
8. Asserts leadership in times of civil disobedience in the school in accordance with established Board policy.
9. Supervises and evaluates the school's extra curricular program.
10. Assists in the in-service training of teachers and all other personnel assigned to the school.

Principal (Cont.)

11. Supervises the preparation and submission of all school reports.

12. Directs the preparation and management of the school budget.

13. Supervises the maintenance of accurate records on the progress and attendance of pupils.

14. Acts as liaison between the school and the community, interpreting activities and policies of the school.

15. Encourages community participation in school life.

16. Makes arrangements for special conferences between parents and teachers.

17. Recommends the removal of an employee whose work is unsatisfactory according to established procedures.

18. Conducts meetings of the staff as necessary for the proper functionin of the school.

19. Supervises the guidance program to enhance individual student education and development.

20. Orients newly assigned staff members.

21. Supervises the school's special education program.

22. Coordinates all administrative details relating to custodians, their work and the maintenance of the school.

23. Assumes responsibility for the effective operation of the school food service program.

24. Assists in maintaining an effective student transportation system.

25. Provides for inventories of school property and for the security and accountability of that property.

26. Attends meetings as scheduled by the Superintendent and central office staff.

27. Performs other tasks as may be assigned.

TERMS OF EMPLOYMENT: Ten, ten and one-half or eleven month year. Salary established by the Board.

CLASSIFICATION: A5 - Elementary .. A5a - Middle .. A4 .. Secondary

APPROVED BY._____ DATE:_____

REVIEWED AND AGREED TO BY:_____ DATE:_____

PUBLIC SCHOOL SYSTEM 2

PRINCIPAL - ELEMENTARY

QUALIFICATIONS: As set by Bulletin 746

REPORTS TO: Superintendent

SUPERVISES: All personnel serving in assigned school

JOB GOAL: To study the educational needs of his students and to exercise leadership in planning and implementing an instructional program of maximum efficiency and value

PERFORMANCE RESPONSIBILITIES:

1. Evaluates the efficiency of teaching personnel
2. Coordinates administrative details relating to the work of custodians, lunch room personnel and bus drivers
3. Works democratically with the teaching staff in the interest of the children
4. Maintains conditions that provide for the health, welfare and safety of the children and other personnel in his building
5. Communicates with the superintendent to keep him informed as to the conditions of the school and its activities
6. Assists in the development of the curricula in planning courses of study to meet the needs and interests of the children
7. Maintains good public relations with the community
8. Submits reports requested by the superintendent
9. Initiates and implements an annual professional faculty study and convenes faculty meetings on the basis of need
10. Creates with the school an awareness of the importance of accurate census and regular attendance
11. Requisitions maintenance materials and repairs
12. Establishes a plan for the sufficient supervision of all children, especially when they are on the playgrounds, in the cafeteria, attending school-sponsored activities, etc.

13. Notifies the superintendent, supervisor of child welfare and attendance, and the parent in writing of the facts concerning each suspension, including the reason therefore and terms thereof

14. Formulates principles and procedures pertinent to discipline, with input from faculty, parents and students

15. Assures that all teachers and pupils are in the classroom during instructional hours

16. Maintains fiscal control of all school finances and keeps current all necessary transactions with the central accounting systems as required by regulations

17. Provides means by which supplemental funds are provided for program needs and materials

18. Assumes responsibility for the classification, promotion, and retention of students within the building

19. Enforces rules regarding immunization and communicable diseases and promotes sound health practices in the school

20. Screens and recommends applicants for federal lunch programs and certifies eligibility according to federal and local guidelines

21. Serves as custodian for all books and property assigned to the school unit, maintains adequate records on all such properties, establishes procedures to protect the property from loss or damage (other than by ordinary use or wear) and submits requisitions for replacement and/or repair as required

22. Takes an active interest in professional organizations to promote improvement and considers recommendations and requests made by teachers for the purpose of rendering greater service in their profession

23. Emphasizes Americanism and patriotism

24. Assumes other related responsibilities as assigned by the superintendent

adopted: Date of manual adoption

PRINCIPAL

QUALIFICATIONS:

The applicant for school principalship must hold at least a valid Type B Louisiana teaching certificate and a master's degree from a regionally accredited institution including 12 semester hours of professional education at the graduate level.

He must have had 3 years of successful teaching experience during the 5-year period immediately preceding appointment to principalship. For high school principalship, he must have had graduate training in secondary school administration and high school supervision; for elementary school principalship, he must have had graduate training in elementary school administration and elementary school supervision; for principalship of combination elementary-secondary school, he must have had school administration and supervision training at either or both levels.

REPORTS TO:

Assistant Superintendent

SUPERVISES:

Building staff: All personnel who are assigned to his school.

PERFORMANCE RESPONSIBILITIES:

1. To furnish educational leadership for the purpose of improving instruction in the school for which he is responsible is the most important duty of the principal. He is the chief administrator and instructional supervisor and is responsible for the total school program.
2. To interpret the policies of the Iberia Parish School Board accurately and see to it that the policies, rules, and regulations are carried out in a professional manner.
3. To be responsible for all school activities carried on in the school buildings, on the school grounds, and all school-sponsored activities outside the school.
4. To be responsible for the proper supervision of all school-sponsored activities.
5. To be responsible for maintaining discipline in the school buildings, on the school grounds, and at all school-sponsored activities.
6. To be responsible for promoting good public relations for the school in the community.
7. To be responsible for conducting professional faculty meetings for the improvement of the instructional program within his school. One professional faculty meeting (as a group) per month is a minimum: Administrative faculty meetings are to held on a basis of need.
8. To be responsible for the physical facilities of the school plant, see that facilities are used properly, report any damages to the plan, and report any maintenance needed for his particular school.
9. To be responsible for all school funds collected and expenditure of such funds. Send to the school board office at the end of each month financial statements of all school accounts following the procedure as outlined by the Accountant. (See statement coded D-6)

10. To be present on duty at the beginning of each school day (the time at which the first bus is permitted to arrive) and to remain on duty throughout the school day plus any additional time necessary for the discharge of his duties(the end of the school day will be defined typically as that time when the last bus leaves the campus).

    No principal shall absent himself from his school except for urgent matters during the school day, and then only with the permission or prior knowledge of the Superintendent, Assistant Superintendent, or the Director of School management.
11. To be responsible for submitting all reports promptly and accurately as required by the superintendent, supervisors, central office, State Department of Education, and the State Board of Education.
12. To be responsible for the reports and records kept by teachers.
13. To be responsible for classroom supervision and a follow-up conference with the teacher observed. Insure that all personnel reports sent to the central office are signed by the teacher and principal and made in duplicate (one copy for the principal and one copy for the school board office). Each probationary teacher shall be observed by the principal as many times as considered necessary, but no less than four (4) times per year. Report on tenured teachers will be as deemed necessary.
14. To be responsible for the organization of the school program to insure the best instructional program for the students of his school.
15. To be responsible for working with teachers on all matters directly affecting the teaching-learning process. Counsel with teachers and keep them informed on the latest teaching developments.
16. To be responsible for the orientation of new teachers assigned to his school to insure maximum efficiency in the operation of his school.
17. To be responsible for the harmonious relations among the teachers of his school, build morale, and further the spirit of cooperation among all personnel employed in his school.
18. To be responsible for the proper and efficient requisitioning of supplies.
19. To be responsible for keeping the superintendent informed on all important matters relating to his school.
20. To be responsible for making recommendations regarding personnel employment or reemployment.
21. To file a specific duty description for responsibilities assigned the assistant principal(s) under his supervision; such description to be accepted by the Superintendent or his designate.

EVALUATION: Performance in this position will be evaluated at least once annually in accordance with Board policy.

Reviewed and Agreed To: _____ Date _____
Employee's Signature

Received By: _____ Date _____
Name and Title

PUBLIC SCHOOL SYSTEM 4

Position Title: Principal

Qualifications: In accordance with requirements of the Louisiana State Department of Education

Reports to: Assistant Superintendent of Instructions

Supervises: Assigned Personnel

Goal Statement

The Assistant Superintendent of Instruction and Administration. To provide for the general management of assigned school faculties and for enforcing all laws, rules regulations, and policies as set forth by the St. Landry Parish School Board and/or the Legislature of the State of Louisiana in such a way that effectiveness ans efficiency will be maintained in all schools in the district.

Proc s Objectives:

Goals and Objectives

1. Meet with individual teachers or related groups of teachers prior to the end of the first six weeks to cooperatively develop annual goals and objectives for teachers as evidenced by such goals and objectives on file.

Educati nal Leader

2. Continuously serve as the educational leader of his school, be alert to opportunities to improve the instructional ... program, foster professional growth among his teachers, work for the best interests of his students and faculty, and maintain a good working relationship with the school and community by conducting at least one well planned faculty study per school month and by selecting faculty committee whose responsibility will be to annually study the program offered and make recommendations for change if any are necessary or feasible.

Personnel Evaluation

3. Continuously be responsible, along with members of the supervisory staff, for evaluating the efficiency of personnel according to established procedures, and making recommendations to the Assistant Superintendent of Personnel, Special Services, and Student Affairs for tenure, transfers, promotions, or dismissals as determined by a written evaluation of each member of his faculty pointing out strengths of individuals and needed areas of growth, if any.

Curriculum and Extracurricular Activities

4. Continuously be responsible for all school-sponsored activities by either being present at these activities or delegating the responsibility to someone at the administrative level to attend.

Athletic Events

5. Continuously be responsible for conducting all interscholastic athletic events according to the Handbook of the Louisiana High School Athletic Association and/or rules and regulations adopted by the St. Landry Parish School Board and directives of the Superintendent as measured by attendance or a schedule determining who will be present.

Supervision Teachers

6. Continuously be responsible for the observation and supervision within their respective schools and for making a minimum of two (2) official observations per week or a minimum average of eight (8) per school month, using the official designated observation instrument, submitting a signed document of the teachers observed to the Assistant Superintendent of Personnel, Special Services and Student Affairs.

Program Evaluation

7. Continuously direct and initiate the criteria and procedures for evaluating the program offered in terms of the philosophy and goals established as evidenced by plans for improvements on file.

Attendance

8. Be responsible for maintaining a daily schedule of attendance, leaving the school plant only in cases of extreme emergency, scheduled vacations or scheduled school related meetings in accordance with school board policy covering twelve month employees as evidenced by actual daily attendance.

Personnel Selection

9. Assist the Assistant Superintendent of Personnel Special Services, and Student Affairs in the recruitment and selection of personnel to fill vacancies as they occur under the jurisdiction of this position as measured by the number of meetings, phone calls and correspondence with the Assistant Superintendent.

Curriculum Planning

10. Continuously consult with the Director of Research, Evaluation, and Development in a continuous process of curriculum planning and development for the identification of realistic problems and areas of needed improvement as determined by a scheduling of meetings for this purpose and plans on file.

Student Attendance

11. Establish and maintain procedures for the daily accounting of all pupils and consult with the Supervisors of Attendance and Child Welfare in the areas of attendance; report cases, as the need arises, of habitual absences or tardiness, and work toward the solutions of these problems as determined by computer based data and correspondence with visiting teachers.

Food Service

12. Continuously establish and implement a Food Service Program under the direction of the Food Service Supervisor which conforms with local, state, and federal guidelines as determined by following the system-wide menu as reported.

Accounting Fiscal Officer

13. Continuously administer accurate accounting procedures for the adequate control and management of the total finances of a school, and work with the Fiscal Officers for auditing all accounts as measured by the final audit performed.

Transportation

14. Continuously cooperate with the Supervisor of Transportation for an orderly, systematic procedure for transporting students to school as measured by actual bus routes determined.

Supervision of Students

15. Continuously formulate and direct procedures for maintaining strict discipline of students on school buses, school grounds, within the building or during all extracurricular activities at times when students are present in accordance with state and local regulations as measured by disciplinary reports on file.

Supervision Other Personnel

16. Continuously formulate plans for supervising, directing, and evaluating the performance of other personnel (i.e. lunchroom personnel, janitors) as measured by a schedule of meetings to be held and evaluation reports made.

Reports

17. Prepare and submit accurately and timely all required reports and forms needed by school, local, regional, state or federal authorities as determined by these reports-forms turned in.

Use of School Property

18. Continuously adminster guidelines in accordance with the school system's policies and recommendations on the use or recovery of all or any school property by any outside interest or by any student or person within the system as determined by guidelines on file.

Maintenance

19. Follow and direct procedures for continuously maintaining all school property, reporting any maintenance needs immediately to the Supervisor of Maintenance and Construction; and the continuous inspection of all facilities in a school plant so as to eliminate any problem area as measured by reports on file.

Advisory Council

20. Annually be responsible for initiating and maintaining an advisory council of lay people and business people from the school community act as a liaison between the school and community; and act as a sounding board for public opinion as determined by the minutes of meetings held.

Public Relations

21. Continuously develop plans for dissemination of school-related information to the general public through the most effective media available or through the parents served by the school as determined by actual dissemination of articles.

In-Service Training

22. Continuously coordinate and effectuate a well-rounded in-service program for the personnel of the school, meetings to be held once a month following the regularly scheduled Principal's Administrative Meeting; and evaluate such in-service programs on a continuing basis as determined by a report to be filled with the Assistant Superintendent.

In-Service Meetings

23. Regularly attend all Principals' Administrative Meetings as well as others planned, directed, or approved by the Superintendent as measured by attendance at these meetings.

Health and Safety

24. Continuously maintain and establish procedures for the promotion of health and safety throughout the school plant in accordance with state and local regulations by having safety campaigns and meetings with the total staff and reports on file.

Pupil Records

25. Continuously establish procedures to accurately gather all necessary information, maintain such records as needed, and effectively store such information as regulated by School Board and State Department policies as measured by data stored within the school.

Inventory

26. Continuously establish and maintain an accurate inventory of all School Board property as regulated by policies set forth by the School Board as determined by an accurate; up-to-date inventory on hand.

Weekly Plans

27. Prepare weekly plans in advance in the adopted administrative plan book, along with progress of such plans resulting from actual performance and submit such upon request to central office personnel as measured by plan books.

M.B.O.

28. Actively participate in writing an annual M.B.O. agreement, outlining the priorities set each school session only after instituting a needs assessment from faculty members, students, test data, and the principal's advisory council as determined by a copy of the M.B.O. agreement.

Self-Developmental Activities

29. Continuously participate in self-developmental activities such as active membership in professional organizations, attending meetings, workshops, conventions, etc. wherever possible and continuously upgrade the position of the principalship as measured by personal-professional growth plans submitted.

Accreditation

30. Initiate plans to have the individual schools accredited, and maintain this accreditation through various associations as determined by the stages of accreditation submitted.

Records

31. Continuously initiate and develop means by which all pupils enrolled will be scheduled into appropriate classes as outlined by local, state, or federal guidelines to obtain the best possible results as measured by a master schedule.

Other

32. Continuously perform any other duties as assigned or requested by the Assistant Superintendent of Instruction and Administration or the Superintendent as measured by results achieved.

APPROVED: _____
Principal

_____
Date

APPROVED: _____
Supervisor

PUBLIC SCHOOL SYSTEM 5

JOB DESCRIPTION - PRINCIPAL

TITLE: Principal

QUALIFICATION: The applicant for school principalship must hold at least a valid Type B. Louisiana teaching certificate and a master's degree from a regionally accredited institution including twelve semester hours of professional education at the graduate level.

The applicant must have had three years of successful teaching experience during the five year period immediately preceding appointment to principalship. For high school principalship, the applicant must have had graduate training in secondary school administration and supervision; for elementary school principalship, the applicant must have had graduate training in elementary school administration and elementary school supervision; for combination elementary-secondary principalship, the applicant must have had school administration and supervision training at either or both levels.

RESPONSIBLE TO: Superintendent

THROUGH THE FOLLOWING STAFF AREAS:

1. Curriculum and Instruction - Director and Area Supervisors.
2. Administration - Assistant Superintendent of Administration.
3. Child Welfare and Attendance - Assistant Superintendent for Child Welfare and Attendance.
4. Food Services - Supervisor of Food Service.
5. Transportation - Supervisor of Transportation.
6. Maintenance - Supervisor of Maintenance.
7. Textbooks, Testing - Director of Curriculum & Instruction.
8. Special Services - Director of Special Services.
9. Federal Programs - Supervisor and/or Director of Federally Funded Programs.
10. Financing - Director of Accounting.
11. Data Processing - Supervisor Management Information System

JOB GOAL: To make the school an attractive, pleasant, and productive place to work and learn.

RESPONSIBILITY AREAS:

1. Curriculum and Instruction
2. Administration
3. Child Welfare and Attendance
4. Personnel
5. Discipline
6. Guidance and Counseling
7. Textbooks and Teaching Aids
8. Public and Community Relations
9. Special Services
10. School Food Services
11. School Plant and Equipment
12. Transportation
13. Extra-Curricular Activities

PERFORMANCE RESPONSIBILITIES:

1. Administers the school curriculum and its instructional program in all its facets as designed by area supervisors and approved by the Vermilion Parish School Board.
2. Supervises, assists, and evaluates all professional and non-professional school personnel.
3. Interprets and implements School Board policies and administrative regulations.
4. Assists in the recruiting, screening, training, hiring and assigning of school staff.
5. Coordinates and/or assumes responsibility for the attendance, discipline, health and welfare of students.
6. Coordinates and approves all extra-curricular activities.
7. Coordinates and supervises all transportation of students.
8. Utilizes and maintains school plant and facilities effectively.
9. Supervises school food services.
10. Promotes favorable public relations through proper conduct of school operations.

_____

Signature

_____

Date

PUBLIC SCHOOL SYSTEM 6

TITLE: Principal

QUALIFICATIONS:
1. Refer to State Department Bulletin 746 Revised
2. Such additional qualifications as the Board may find appropriate and acceptable

REPORTS TO: Supervisor of Instruction - Designated Level

PERSONNEL EVALUATION RESPONSIBILITY:
1. Assistant Principals
2. Teaching Staff
3. Child Nutrition Program Managers

SUPERVISES:
1. All Non-professional School Staff
2. Other Resource and Service Personnel while functioning in the assigned school

JOB GOAL: To use leadership, supervisory, and administrative skills to promote the educational development of each student

PERFORMANCE RESPONSIBILITIES:

I. Leadership

A. Works cooperatively with the teachers in the best interest of the students through democratic administration and high professional standards

B. Assumes responsibility for the implementation and observance of all Board policies and regulations by the school's staff and students

C. Keeps the Superintendent completely and continuously informed as to the conditions of the school and its activities

D. Attends school functions held at the school. When attendance is not possible, for a valid reason, a faculty member shall be appointed to represent the principal

E. Assists in the development of the curricula and in planning and adopting the course of study to meet the needs and interests of the students

F. Encourages teachers to attend all school functions

G. Establishes and maintains an effective learning atmosphere and environment in the school

H. Orients newly assigned staff members, to include the use of the Madeline Hunter Model and assists in their development as appropriate

I. Evaluates and submits reports on professional and non-professional personnel as required

II. Administration, Organization, and Supervision

A. Assigns each teacher within the school an equitable amount of responsibilities for classes and co- and extra-curricular activities

B. Ensures the quality of instruction and the use of the Madeline Hunter Model through observations

C. Constantly appraises and evaluates the instructional, supportive/auxiliary, and extra-curricular programs

D. Provides for the classification, promotion, and retention of students within the school

E. Is present at the school and in the community during school hours unless permission of the Superintendent is otherwise granted

F. Requisitions, through the Central Office, supplies, textbooks, equipment, and all materials necessary to the operation of the school

G. Establishes guides for the conduct and discipline of the students in the school, on the school grounds, and on the way to and from school

H. Provides for evacuation drills, civil defense activities, school enterprises and activities, faculty meetings, and the lunchroom program

I. Coordinates all administrative details relating to custodians, their work, the maintenance and cleanliness of the school and grounds, and transportation and other support services

J. Obtains only approved substitute teachers unless authorization of the Superintendent or Assistant Superintendent is otherwise granted

K. Prepares, or supervises the preparation of, all reports, records, and other documents required or appropriate to the school's administration

L. Submits reports to the Central Office as required and according to designated timelines

M. Organizes the playground, lunchroom, and lunch period in the best interest of the students

N. Maintains and controls the various local funds generated by student activities

O. Keeps staff members informed of policy changes and new programs through meetings, memoranda, and inservice

P. Is at school when the first bus arrives in the morning and remains until the last bus departs in the afternoon. Faculty member(s) may be appointed to assume this duty

Q. Attends all meetings called or authorized by the Superintendent

III. School, Community, and Staff Relations

A. Supervises resource and service personnel and non-professional staff while functioning in the school

B. Assists in the screening, hiring, training, and assigning of the school's personnel

C. Recruits, screens, hires, trains, and assigns school's paraprofessional and non-professional personnel

D. Is concerned with the health, welfare, and attendance of the students, teachers, and other staff members

E. Maintains good public relations with the community by keeping the community involved with and informed of the school program

IV. Professional Growth and Ethics

A. Assumes responsibility for own professional growth and development; for keeping current with the literature, new research findings, and improved techniques; and for attending appropriate professional meetings and conventions

B. Takes an active interest in local, state, and national professional organizations to promote professional improvement and render greater service

C. Maintains a positive attitude toward constructive criticism from supervisory personnel

D. Exhibits a positive attitude by being supportive of and concerned with the total child and by interacting in a reasonable, fair, and impartial manner in dealing with students, faculty, and staff

E. Exhibits the physical, emotional, and mental attributes necessary to provide an environment in which administrative responsibilities can be met

F. Maintains a positive, professional appearance which adheres to the dress code stated in the Acadia Parish School Board Policies and Procedures Manual

G. Performs such other tasks and assumes such other responsibilities as may from time to time be assigned

TERMS OF EMPLOYMENT: Ten, ten and one-half, eleven, or twelve months
Salary established by the board

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel

Approved by:_____ Date:_____

Reviewed and
agreed to by:_____ Date:_____

PAROCHIAL SCHOOL SYSTEM 2

JOB DESCRIPTION FOR A PRINCIPAL

1. The principal is the administrative head of the school, and is chiefly responsible for the effective operation of the school as a Christian educational community in accordance with the philosophy and policies set by the diocesan and parish school boards.

2. The principal's administrative tasks include:

   A. SPIRITUAL DEVELOPMENT: Espouses and promotes a spirit of Christianity consistent with the Catholic Church; implements a religious education program which includes religious seasonal observances and preparation for reception of Sacraments; provides opportunities for prayer and worship especially through liturgical celebrations.

   B. PHILOSOPHY AND POLICY: Is responsible for the implementation of the philosophy and policies set by the school board; makes rules and regulations for the school in the light of these policies.

   C. PERSONNEL MANAGEMENT: Recruits and hires individuals for teaching positions; assigns teachers and non-teachers on school staff to duties; insures the effective and smooth induction of the new personnel into the school staff; directs and evaluates in-service activities both within the school organization and outside it; insures appropriate pay and other personnel records; evaluates teacher effectiveness; recruits and assigns substitute personnel.

   D. MATERIALS MANAGEMENT: Is responsible for purchase and use of general and instructional supplies; inventories, or causes to be inventoried, all materials; evaluates safety standards in the building; evaluates storage and maintenance of instructional supplies; insures re-evaluation of texts, audio-visual, library and other instructional materials; evaluates and recommends necessary modifications of building; evaluates and directs custodial services within the school.

   E. OFFICE MANAGEMENT: Schedules use of all school facilities; insures that official records are properly maintained; insures that all directives and information from the Superintendent are disseminated to the staff; provides for continuous office coverage, to handle telephone and personal messages; provides for completion of routine reports and records; develops and publishes calendar of due dates for activities of staff and students.

   F. PUBLIC AND COMMUNITY RELATIONS: Insures courteous and open reception of visitors; develops and organizes parent and parish associations; provides for reception of ideas and suggestions from parents, faculty, and general public; identifies and publicizes unusual teaching and learning activities of school.

G. BUDGET AND FISCAL: Draws up an annual budget for proposed school program; describes educational objectives for budget analysis; seeks and develops information on sources of funds in parish, community, or public area; keeps records of funds spent, and evaluation of objects for which funds have been expended.

H. EXECUTIVE OFFICER FOR SCHOOL BOARD: Works monthly with the Chairperson to develop the board's agenda; prepares and submits policy recommendations to the board; keeps the board adequately informed about the operation of the school; provides educational direction to the board.

3. The principal's supervisory tasks include:

A. TEACHER DEVELOPMENT: Instructs teachers into school pattern of lesson planning, room arrangement, similar routines; provides opportunities for teachers to observe each other at work; directs and guides selection of methods and materials of instruction; reviews and appraises lesson planning; reviews and evaluates lessons and units of work taught; provides specific assistance in use of instructional materials; directs utilization of school-wide facilities, such as television, auditorium, library, or athletic facilities; reviews and evaluates standardized and school-made test results by classes; prescribes in-service development procedures for teachers; insures that in-service developments recommended are available and utilized.

B. PUPIL-PARENT SERVICES: Insures appropriate placement of pupils in individual classes; insures appropriate and harmonious relations between teachers and families; insures effective communication regarding pupil progress and needs; insures suitable articulation both within school (from grade to grade) and from school to school; reviews placement of children in classes and especially in remedial or advanced sections; works with teachers and parents to obtain assistance in meeting the needs of children with special learning problems; directs guidance and disciplinary services of the school.

C. CURRICULUM DEVELOPMENT: Insures implementation of curriculum directives of the diocese and appropriate public authorities; insures that curriculum is implemented appropriately to the community's needs and interests; insures that public and faculty are aware of new curriculum developments; insures that community resources are utilized in development of curriculum needs; determines utilization of consultants and supplementary services in presenting or developing curriculum materials for school.

Appendix C

APPLICATION FORMS FOR ADMINISTRATORS

This appendix contains application forms for the following systems:

- Public School System 1
- Public School System 5
- Public School System 6
- Parochial School System 2

PUBLIC SCHOOL SYSTEM 1

PROFESSIONAL AND ADMINISTRATIVE POSITIONS

Application

POSITION APPLYING FOR: _____

NAME: _____ ADDRESS: _____

HOME PHONE: _____ _____

CURRENT POSITION: _____ SCHOOL: _____

ADDRESS OF SCHOOL: _____

CERTIFICATION

Do you hold a valid Type A Louisiana Teaching Certificate? ____Yes ____No

If yes, attach a copy of the certificate to this application.

EDUCATIONAL DEGREE (Check the highest attained) ____Bachelor's

____Master's ____Master's +30 ____Educational Specialist ____Doctorate

CLASSROOM TEACHING EXPERIENCE

_____Total years actual classroom teaching experience (List below)

_____Total years active military service

_____Total years actual classroom teaching experience in Lafayette Parish Public School System

Dates From	To	County/Parish/State	School	Grade or Subject	No. of Yrs.

EDUCATIONAL ADMINISTRATIVE EXPERIENCE

Include only experience as a director, supervisor, ass'stant director, principal, assistant principal, coordinator and/or curriculum specialist

_____Total years as an administrator (List below)

_____Total years as an administrator in Lafayette Parish Public School System

Dates From	To	County/Parish/State	School	Grade or Subject	No. of Yrs.

OTHER ADMINISTRATIVE/SUPERVISORY/MANAGERIAL EXPERIENCE

Dates From	To	Company	Title

OTHER EDUCATIONAL EXPERIENCE AND LEADERSHIP POSITIONS

SERVICE ON LOCAL/STATE EDUCATIONAL COMMITTEES

	Committee	Capacity	Date
1.			
2.			
3.			

SUPERVISOR OF STUDENT TEACHERS

Have you supervised student teachers? ____Yes ____No

DIRECTOR OF WORKSHOPS, CONFERENCES, SEMINARS

	Title	Date
1.		
2.		
3.		

SERVICE IN PROFESSIONAL ORGANIZATION (Elected or chaired position)

	Organization	Position Held	Date
1.			
2.			
3.			

SERVICE TO THE COMMUNITY (Elected or chaired position)

	Organization	Position Held	Date
1.			
2.			
3.			

PERFORMANCE RECORD/REFERENCE INFORMATION

Provide below the name and complete mailing address of your immediate supervisor and another supervisor who can fully and accurately attest to the quality of your job performance and professional/personal attributes.

	Name of Supervisor	Complete Mailing Address
1.		
2.		

CERTIFICATION OF INFORMATION

I certify that the information provided on this application is true and accurate.

_____
(Signature of Applicant)

DEADLINE FOR SUBMITTING APPLICATION:

SUBMIT APPLICATION TO:

PUBLIC SCHOOL SYSTEM 5 TEACHER APPLICATION FORM

Date _____

NAME: _____
First Middle Last

Have you taught in Vermilion Parish under any other name? ___ Yes ___ No

PERMANENT ADDRESS: _____ PHONE: _____
Street or Rural Route City State Zip Code

TEMPORARY ADDRESS: _____ PHONE: _____
Street or Rural Route City State Zip Code

Do you know of anything which would prohibit your fulfilling all of your responsibilities, if hired? ___ Yes ___ No

Date of Birth: Mo. Day Yr.	Place of Birth:	Social Security Number:

Graduate of: _____ High School Year: _____

Graduate of: _____ (College) Year: _____ Degree: _____

Credits earned since last degree: _____

(Copy of La. Teachers Certificate must be attached)

La. Teacher Certificate: Type _____ No. _____ Date Issued _____ Valid for how many years? _____

Certified to teach: Lower Elem. [ ] Upper Elem. [ ] Secondary [ ]

Major Subjects: _____

Minor Subjects: _____

Student Teaching: Grade Level _____ Subject _____ School _____

NATIONAL TEACHER EXAMINATION (NTE) - (copy of score card must be attached)

Evaluation of College Transcript: (Provide an official copy of transcript with application)	GRADE POINT AVERAGES		
	Major	Composite	Graduate
	_____	_____	_____

TEACHING EXPERIENCE: (Exclusive of Student Teaching)

From	To	County/Parish	School	Grade/Subject	Years

Military Service: Yes ___ No ___ (If yes, provide verification)

Other Special Abilities: _____

Experiences working with children: _____

Professional References (Include supervisor of student teaching, college supervisor of student teaching, and another college professor if new teacher; include kindergarten and special education supervisors of student teaching and college supervisors if doing practicum in these areas. If experienced teacher, list supervising principal and subject matter supervisor. Please identify each person by listing one of the above mentioned titles immediately after their name.)

Name	Address (Give home address of references)
1.	
2.	
3.	
4.	
5.	

Other information deemed important: _____

Date available for assignment	Signature of Applicant

APPLICATION MUST BE RENEWED OR UPDATED ANNUALLY

The Vermilion Parish School Board does not exclude from participation, deny benefits of, or subject to discrimination anyone in any of its educational programs or activities on the basis of sex, race, or handicapping condition. The Board also forbids discrimination against qualified handicapped persons in employment and constantly strives to identify and provide for qualified handicapped persons, adequate facilities, academic programs, and other activities suited

PUBLIC SCHOOL SYSTEM 6

APPLICATION

THE PARISH SCHOOL BOARD IS AN EQUAL OPPORTUNITY EMPLOYER.

Date _____ Signature _____

_____

First Name Middle Name Maiden Name Last Name Social Security No.

Present Address _____ Telephone No. _____

Street City State Zip (Include area code)

Permanent Address _____ Telephone No. _____

Street City State Zip (Include area code)

Date of birth _____ Race _____ Height _____ Weight _____

Month Day Year

Application for employment as: ( ) Elementary Teacher ( ) Secondary Teacher ( ) Special Education Teacher

( ) Principal ( ) Supervisor ( ) Other _____

(Specify)

Do you have a valid Louisiana Teacher's Certificate? _____ Type _____ No. _____

If not, when do you expect to have it granted? _____

List in order of preference the grades or subjects that you are or will be certified to teach: _____

_____

_____

Are you presently under contract? _____ Where? _____

Are you under contract for the next school term? _____ Where? _____

When could you begin work here? _____

EDUCATIONAL AND PROFESSIONAL TRAINING

	Name and Location of Institution	Area of Specialization	Degree	Dates Attended	
				From	To
High School					
College or University					
Other Education					

TEACHING EXPERIENCE

Do not include student teaching.
Credit for teaching out-of-state is allowed for public school teaching service only.
Do not list other out-of-state experience.

Dates		Name and Full Address of Employer	Grade, Subject or Other Assignment	No. of Years (If less than one yr. state no. of days.)
From	To			

FOR OFFICE USE ONLY

Verification of Teaching Experience

_____ This Parish Signed _____

_____ Other Parishes Personnel Administrator

REFERENCES

(Examples: Superintendent, Supervisor, Dean of College, Professor or Teacher with whom you did student teaching or practicum.)

Name	Official Position	Address (Include St. No., Zip Code, Area Code & Tel. No.)

If you desire, you may add by letter any additional information that will give us a more complete estimate of your training, experience, character and ability.

The following items must be included with this application:

A photo-copy of your Louisiana Teacher's Certificate.

An official college transcript. (This may be sent separately directly by the college or university. If you have not graduated yet, have the institution send a transcript of your credits earned up to the present time.)

A photo-copy of your National Teachers' Examination scores.

Applicant's Name _____

DO NOT WRITE ON THIS PAGE

RECORD OF SERVICE

Effective Date	School	Position	Date Employment Terminated and Reason

LOUISIANA TEACHER'S CERTIFICATE

Date Issued	Type	Number	Expires

LEAVES

Date Granted	Date Effective	Date Returned	Type

PAROCHIAL SCHOOL SYSTEM 2

EMPLOYMENT APPLICATION - PRINCIPAL

S.S.# _____

Name _____ Address _____ City, State, Zip _____

Phone: Home _____ Business _____ Date of Birth _____ Place of Birth _____

Marital Status: Single ___ Married ___ Widowed ___ Divorced ___ Maiden name (if applicable) _____

No. of Children ___ Ages of Children _____ Occupation & Place of Employment of Spouse _____

Religion _____ Parish or Church _____

Condition of Health _____ Physical Disabilities (limitations on work) _____

Degrees: Bachelor's Degree _____ Major _____ Minor _____

Master's Degree _____ Major _____ Minor _____

Doctoral Degree _____ Major _____ Minor _____

Total hours in Education _____ Other qualified teaching fields & number of credits _____

Current Louisiana State Teacher Certificate: Yes ___ No ___ Year Issued _____ Type & Number _____

Specified Fields on Certificate _____

Current State Teacher Certificates other than Louisiana: Yes ___ No ___ Year Issued _____ Type & Number _____

Specified Fields of Certificate _____

Membership in Professional Organizations: _____

Hobbies, Other Interests and Skills _____

EDUCATION

High School	Location	Graduation Date

College	Location	Dates	Degree or No. of Hrs.

Student Teaching: Location _____ Date _____ Secondary _____ Elem. ___

TEACHING EXPERIENCE

Subject or Grade	School	Location	Years Employed	Salary Received

ADMINISTRATION EXPERIENCE

Position	School or Business	Location	Years Employed	Salary Received

OTHER WORK EXPERIENCE

Position	Business	Location	Years Employed	Salary Received

CHARACTER REFERENCES - Not relatives

Name	Address

EDUCATION OR BUSINESS REFERENCES

Name	Address

Appendix D

INTERVIEW FORMS

This appendix contains the interview forms used by committees when selecting applicants.

The following systems are included:

- Public School System 1
- Public School System 4
- Public School System 5
- Public School System 6
- Parochial School 1
- Parochial School System 2

PUBLIC SCHOOL SYSTEM 1

PROFESSIONAL AND ADMINISTRATIVE PERSONNEL

Criteria for Selection

CRITERIA	MAXIMU POINT
EDUCATIONAL DEGREES Bachelor's -- 1 point Master's -- 2 points Master's +30 -- 3 points Educational Specialist -- 4 points Doctorate -- 5 points	5 poin
CLASSROOM TEACHING EXPERIENCE (Credit given for a maximum 3 years active military service) Total years in Lafayette Parish Public School System 1 - 5 years -- 1 point 6 - 10 years -- 2 points 11+ years -- 3 points Total number of years 1 - 5 years -- 1 point 6 - 10 years -- 2 points 11+ years -- 3 points	6 poin
EDUCATIONAL ADMINISTRATIVE EXPERIENCE (Experience as a principal, assistant principal, coordinator, supervisor, curriculum specialist, director, assistant director) Total years in Lafayette Parish Public School System 1 - 3 years -- 1 point 4 - 6 years -- 2 points 7+ years -- 3 points Total number of years 1 - 3 years -- 2 points 4 - 6 years -- 4 points 7+ years -- 6 points	9 poin
OTHER ADMINISTRATIVE/SUPERVISORY/MANAGERIAL EXPERIENCE Experience requiring skills in interpersonal relationships, decision-making and problem-solving as an administrator, supervisor or manager	3 poin
OTHER EDUCATIONAL EXPERIENCES AND LEADERSHIP POSITIONS Service on local/state educational committees -- 1 point Supervision of student teachers -- 1 point Director of workshops/conferences/seminars -- 1 point Service in professional organization in elected or chaired position -- 1 point Service to the community in elected or chaired position -- 1 point	5 poin
PERFORMANCE RECORD (Average of two supervisory ratings, one of which must be by immediate supervisor. Total of two ratings on 100-point scale ÷ 10)	20 poin
WRITTEN COMMUNICATION Usage -- Grammar, spelling, sentence structure, punctuation -- 6 points Content -- Ideas, logical support, organization -- 6 points	12 poin
INTERVIEW (Applicants may be rated on their skills/knowledge in areas such as oral communication, interpersonal relationships, decision-making, conflict resolution, etc.)	40 poin
TOTAL	100 poin

PUBLIC SCHOOL SYSTEM # REPORT ON PERSONAL INTERVIEW

Educational Administrative

Name_____ Position Desired_____

Address_____ Tel. No._____ Place of Interview._____

Present Position_____ Salary_____

TRAINING AND CERTIFICATION

Bachelor's Degree_____ College_____ Date_____

Major_____ Minor_____ Minor_____

Graduate Degree_____ College_____ Date_____

Major_____ Minor_____

Louisiana Certificate_____ Date_____

EXPERIENCE

No. of Years_____ Grade Level or Department_____

Places_____

_____

Other work experience_____

_____

PERSONAL (Circle appropriate descriptive terms on each of the following points)

Dress, Grooming, etc	Slovenly	Careless	Appropriate	Tasteful	Smart
Voice	Unpleasant	Weak	Satisfactory	Pleasing	Expressive
Use of English	Crude	Limited	Adequate	Effective	Fluent
Social Poise	Affected	Ill at ease	Natural	Pleasing	Charming
Physical Vigor-Health	Lifeless	Doubtful	Average	Healthy	Dynamic
Personality	Repellent	Colorless	Average	Pleasing	Appealing
Mental Reactions	Slow	Uncertain	Average	Superior	Very Keen
Professional Spirit	Mercenary	Indifferent	Apparent	Noticeable	Impressive
Knowledge Educational Process	None	Minimal	Average	Very Good	Outstanding
Apparent Administrative Ability	None	Minimal	Average	Very Good	Outstanding
POINTS EACH	1	2	3	4	5

COMMENTS:_____

_____

_____

RECOMMENDATION (Please circle the one best statement of your net reaction)

Outstanding Above Average Average Below Average No Considerat

Date_____ Name of Interviewer_____

(OVER -- Additional comments may be put on back of this sheet)

SUMMARY OF POINTS

APPLICANT _____ POSITION _____

Maximum	Minimum	Areas		
10	0	Certified for Position		
5	0	Class Standing		
10	0	Teacher Experience		
3	1	Evaluation by Supervisors		
50	10	Personal Interview		
78	11	Total	TOTAL	

PLUS OR MINUS POINTS

Maximum of 10 points for each statement

STATEMENT	+ Points	- Points	
Interpretation of Questions			
Quality of Responses			
Grammar			
"Rambled" (Ad-Libbed)			
Over-All Impression			
TOTAL			

* TOTAL POINTS _____

COMMENTS: _____

_____

_____

*Note: It is possible for an applicant to be awarded a minus number of points.

_____ _____
Committee Member Rank

_____
Date

PUBLIC SCHOOL SYSTEM 5

OBJECTIVE CRITERIA FOR EMPLOYMENT, PROMOTION AND DEMOTION

A. Professional Certification

1. Certified plus Bachelor's Degree	10 points
2. Certified plus Master's Degree	12 points
3. Certified plus Master's Degree plus 30 graduate hours	14 points
4. Certified plus Specialist Degree	16 points
5. Certified plus Doctor's Degree	20 points

B. Scores on National Teacher Examination (NTE)

	Area Exam.	Common Exam.
1. 0-25 quartile	0	0
2. 25-50 quartile	2	2
3. 50-75 quartile	4	4
4. 75-100 quartile	5	5

C. Evaluation of College Credits (transcript)

Grade Point Average	Major	Composite
0.0 - 1.9	0	0
2.0 - 2.9	2	2
3.0 - 3.5	4	4
3.6 - 4.0	5	5

D. Teacher Experience

Years	Points
0	0
1	2
2	4
3	6
4	8
5-10	10
10 and over	12

E. Teaching Evaluation by Supervisors (supervising teacher, area supervisory, principals) based on performance evaluation form (copy attached)

Unsatisfactory	0
Below average	5
Average	10
Above Average	15
Excellent	20

F. Student Performance as measured by pre and post test in subject matter areas

0 - 5.0 months	1
5.1 - 8.9	5
9.0 - over	10

G. Personal Interview and Professional References (using application form and prepared questionnaire)

Unsatisfactory	0
Below average	5
Average	9
Above average	16
Excellent	18

PUBLIC SCHOOL SYSTEM 6

The following criteria shall be used in determining the qualifications of applicants for administrative and supervisory positions within the school system:

1. Professional Preparation

As outlined in Bulletin 746, the applicant must be certified by the State of Louisiana for the position in question. All applicants not having this certification at the time of application shall automatically be excluded from consideration.

Inasmuch as all positions in administration and supervision require the master's degree, no points shall be awarded for that degree. No points shall be awarded for other than earned degrees. For further graduate study, points shall be assigned as follows:

Degree of Graduate Study	Points
Master's Degree plus 30 graduate hours	25
Specialist Degree	50
Doctor's Degree	75

2. Evaluation of College Credits at Graduate Level

Grade Point Average	Points
3.0 - 3.4+	10
3.5 - 3.8+	20
3.9 - 4.0	30

3. Years of Teaching Experience in Acadia Parish Schools at level of position under consideration (i.e., elementary grades - K through 8, any single grade K-8, or any combination thereof - for elementary administrative or supervisory positions; secondary grades - 9 through 12, any single grade 9-12, any combination thereof - for secondary administrative or supervisory positions).

For each year of teaching experience 5 points

(Points shall be pro-rated for portions of years)

Maximum points: 100

4. Years Teaching Experience in Acadia Parish Schools at level other than position for which applying (As defined in Criterion No. 3).

For each year of teaching experience — 2 points

(Points shall be pro-rated for portions of years.)

Maximum points — 40

5. Years of Administrative and/or Supervisory Experience in Acadia Parish Schools at level of position for which applying (As defined in Criterion No. 3).

For each year as Assistant Principal* — 10 points

For each year as Principal or Supervisor* — 20 points

(Points shall be pro-rated for portions of years.)

Maximum points: — 100

*Any additional experience not utilized in reaching the maximum shall revert to Criterion No. 3 for points determination and shall appear under Criterion No. 5 as:

Additional experience points: ___

6. Years of Administrative and/or Supervisory experience in Acadia Parish Schools at level other than position for which applying (As defined in Criterion No. 3).

For each year as Assistant Principal* — 5 points

For each year as Principal or Supervisor* — 10 points

Maximum points: — 50

*Any additional experience not utilized in reaching the maximum shall revert to Criterion No. 4 for point determination and shall appear under Criterion 6 as:

Additional experience points: ___

7. The Interview

The review committee will interview all applicants. Each member of the committee will rate each applicant and the scores for each applicant will be averaged to yield a composite score for each applicant.

Maximum points: 100

8. The Acadia Parish School Board requires the evaluation of all professional personnel. The review committee will review the evaluation reports on each applicant and assign a score of up to 100 points. If the applicant is not in the employ of the Acadia Parish School Board, evaluation reports shall be secured from the applicant's last supervisor.

9. Positions of Leadership

The review committee shall review information submitted by applicants concerning positions of leadership held by the applicants since receipt of the initial teaching certificates.

Five points for each acceptable activity (to be decided by the review committee), up to a maximum of 25 points for both categories combined.

a. Educational: Officer in local, state, or national professional organization; chairperson of parishwide committees; team leader; general school chairperson for Southern Association self-study; parish-, state-, or national-level workshops; publication of articles in professional journals; related activities of equal significance.

b. Civic, Fraternal, or Service Activities: Officer in local, state, or national organization; chairperson of community drives; related activities of equal significance.

10. Standardized Evaluation Instrument

All applicants for administrative and supervisory vacancies shall have taken the Educational Administration and Supervision Test from the Educational Testing Service at the time applications are submitted.

Points awarded for each percentile range:

1 - 19 percentile -	0
20 - 24 percentile -	25
25 - 49 percentile -	50
50 - 74 percentile -	75
75 - 99 percentile -	100

H. HEALTH CERTIFICATES

The Parish School Board reserves the right to require a physical examination of any of its employees at any time that conditions warrant the possibility that an employee is not physically capable of performing assigned duties because of a physical impairment. The Superintendent is authorized to determine when such an examination is required.

All first-time employees are required to undergo a tuberculin test within ninety (90) days of the opening date of each school session.

The Central Office shall issue forms for the tuberculin test. Forms must be returned to the Central Office by the opening date of each school session.

PAROCHIAL SCHOOL 1

SUMMARY OF RESPONSES TO: CRITERIA TO BE CONSIDERED IN SELECTION OF A HEAD OF A NETWORK SCHOOL

Date: March 29, 1988
*No. Respondents = 34

E = Essential criteria
R = Recommended criteria
O = Omit this criteria

I. EDUCATIONAL LEADERSHIP

- possesses a commitment to the value of a broad and demanding intellectual formation for the young
- articulates a vision of education that is based on sound principles of learning, respects the best from the past, and is open to the present and future
- demonstrates a love of young people and an understanding of what helps them to grow
- can function as a leader in three interrelated educational spheres: Network schools, Catholic schools, independent schools
- holds an advanced academic degree
- has a minimum of three years of successful teaching
- can meet state certification requirements

II. SACRED HEART/NETWORK DIMENSION

- possesses a knowledge of the philosophy and tradition of Sacred Heart education and an ability to articulate it
- lives a commitment to the goals of Sacred Heart education in her/his own life
- has been involved in a Network school for at least three years
- has participated in NCOG training and other Network programs

III. PASTORAL LEADERSHIP

- is a practicing Roman Catholic, possessing knowledge of contemporary theology and the evolving tradition of the Church (We discussed this at great length. Please consider very carefully)
- has a personal commitment to growth in faith

III. PASTORAL LEADERSHIP (continued)

- is committed to education for justice and social change; and has had some experience with unjust social structures
- is sensitive and responsive to the joys and sufferings in the school community
- is comfortable exercising leadership in a liturgical context

IV. MANAGERIAL SKILLS AND STYLE

- demonstrates the ability to make hard decisions, understands the ethics particular to school management, and is willing to accept final responsibility
- promotes and enjoys the success of others
- demonstrates the ability to work collaboratively
- has had successful middle management experience in a Network school
- has a knowledge of and interest in all aspects of institutional development

V. PERSONAL QUALITIES

- committed to bringing the light of the gospel to bear on institutional decision-making
- enjoys good physical and psychological health including a sense of humor
- enjoys a broad range of interests and is willing to be involved in the civic community
- demonstrates the ability to think and judge clearly and communicate effectively

PAROCHIAL SCHOOL SYSTEM 2

GUIDELINES FOR INTERVIEWING PRINCIPAL APPLICANTS

If possible, all documents and materials (transcripts and references) should be on hand before the interview is conducted.

The following list of questions, adapted from "Shared Decision-Making Revisited" published by the Archdiocese of Chicago School Office, may be helpful to board members as they prepare to interview candidates:

I. CHRISTIAN DIMENSION OF EDUCATION

- A. What has attracted you to the Catholic school system?
- B. What advantages do you see in a value centered education?
- C. We consider our school a Christian educational community in which knowledge is shared in an atmosphere of freedom and love.
  1. Would you be able to work to build this vision of our school closer to reality?
  2. How would you go about strengthening the Christian educational community
     - a. With the faculty?
     - b. With the students?
     - c. With the board?
  3. Could you tell us a little about how a principal might offer moral leadership in the area of justice?

II. SHARED DECISION MAKING

- A. What is your philosophy regarding parental involvement in the school?
- B. Have you ever worked with a parish school board?
- C. How do you view the relationship between the parish school board and the principal?
- D. Are you willing to work with the parish school board as a policymaking body?
- E. Are you willing to act as the executive officer of the parish school board?
- F. How do you view the relationship between the pastor and the principal?
- G. How do you view the relationship between the diocesan school office and the principal?

III. PROFESSIONAL QUALIFICATIONS

- A. Level of professional training
  1. What degree do you have?
  2. In what academic areas have your studies been concentrated?
  3. How long were you a teacher?
     - a. At what grade level?
     - b. How long did you teach in each school?
     - c. What was your reason for leaving?
  4. In what academic areas do you feel you are strongest and weakest?
  5. Why did you decide to move into administration?
  6. What administrative positions have you held?
  7. Do you have any special training we should know about?
  8. Do you have any plans for continuing your education?
  9. What professional educational groups do you belong to?

B. Knowledge of Curriculum

1. What background do you have in curriculum development in terms of courses taken?
2. Have you ever been a participant in or initiated a curriculum innovation?
3. What instructional changes might you develop for our school in the next few years?
4. What long-range changes do you see in education?
   a. Do you feel it is important to make long-range plans?
   b. What steps would be necessary to reach long-range goals?
   c. Would one of your priorities be such planning?
   d. How would you go about it?

C. Understanding of educational psychology

1. Have you had any training in educational psychology?
2. What is your attitude toward student discipline?
3. What do you see as the primary work of each teacher?

IV. PROFESSIONAL ATTITUDES

A. What kind of professional responsibility would you want to give members of your faculty?

1. Do you believe in delegating authority?
2. Do you believe that there are some problems you must solve alone?
   a. What resources would you use?
   b. How would you inform
      1. The faculty?
      2. The parents?
      3. The students?

V. INTERPERSONAL RELATIONSHIPS

A. Do you feel you meet people easily?
B. Do you feel you are verbally fluent, communicating your ideas clearly to people?
C. Do you feel you are able to communicate your enthusiasm and convictions in order to persuade those you will lead?
D. Do you feel you will be able to represent parochial education in this parish properly?
E. What do you expect of the parents of the students?
F. What would you expect of this board?
G. Can you tell us about the methods you might use to maintain and strengthen communications among:

1. Teachers?
2. Parents?
3. Students?
4. School board?
5. Clerical help?
6. Community people?
7. Clergy?
8. Maintenance people?

VI. ACCEPTANCE OF RESPONSIBILITY

A. Describe any educational situation in which you have exercised a leadership role.
B. Once you make a decision what steps do you take to impelment your decision?
C. Do you have personal feelings about yourself, founded in some concrete experience, that might give us some idea of your organizational ability?

1. Projects?
2. Programs?
3. Administration?

VII. UNDERSTANDING AND EVALUATION OF TEACHING

A. Tell us a little about how you recognize good and bad teaching.
B. What evaluation techniques might you use to judge the teaching of the faculty?
C. What are some of your ideas on in-service training for:

1. Veteran teachers?
2. Beginning teachers?

D. In selecting teachers for your staff what would you look for?

VIII. SELF-EVALUATION

A. How would you evaluate your own performance?
B. Would you allow your faculty to evaluate you? If so, how?
C. How would you expect this board to evaluate you?
D. What do you see as the purpose of evaluation?

In addition to the questions above, the interview should explore certain personal qualifications. There are five areas to consider. They are:

1. Physical Health - Health record, susceptibility to illness, general stamina and personal appearance.

2. General Mental Health - Any history of mental problems, attitude toward self and life in general.

3. Industry and Enthusiasm - Willingness to work, consistency of effort, originality in attacking problems.

4. Cheerfulness and Sensitivity - Ability to see the humor in life situations, a sense of appropriateness, a certain comfortableness with people.

5. Sense of Fairness - Common sense, open to all sides of a situation willingness to admit mistakes.

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